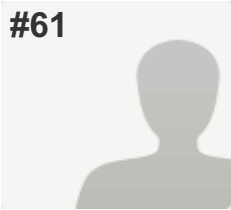


#61

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 27, 2016 1:01:54 PM**Last Modified:** Monday, June 27, 2016 2:20:23 PM**Time Spent:** 01:18:28**IP Address:** 67.43.18.27

## PAGE 2

<b>Q1: Name of School District:</b>	Andrew Community Schools
<b>Q2: Name of Superintendent</b>	Andy Crozier
<b>Q3: Person Completing this Report</b>	Tara Notz

## PAGE 3

**Q4: 1a. Local TLC Goal**

Retain 100% of current staff from 2015/2016 to 2016-2017 by providing leadership roles, a strong mentoring and induction program and support for implementing professional development, collaboration and the use of data.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We retained 17/19 or 89% of our teachers from 2015/2016-2016/2017.

Our short-term outputs for meeting this goal include:

- \* providing competitive starting salaries
- \* providing job-embedded and meaningful professional developing
- \* providing leadership opportunities for 25% of the teachers in the district
- \* establishing accountability partners to help create a culture where we collaborate and work to build a professional learning community

Our long-term outcomes include:

- \* 100% of teacher leaders and other staff report an increase in job satisfaction on a Likert scale survey.
- \* The district gathers exit interview data detailing reason(s) for leaving the district.

**Q7: 2a. Local TLC Goal**

Andrew CSD will implement a professional development program that follows the IPDM, is teacher drive, has measured implementation and provides support to staff to implement new learning.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Short-term Outputs

- \* Quarterly meetings to discuss the Individual PD Plans
- \* Professional Learning Communities
- \* Coaching cycles support achievement of individual goal setting (SMART goals)
- \* Teacher leaders will co-develop and co-deliver professional learning

Long-term Outputs

- \* Ongoing data collection
  - \* Program evaluation
  - \* Training and learning opportunities
  - \* Collaboration and implementing pd opportunities
- 

**Q10: 3a. Local TLC Goal**

Andrew CSD will reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Short-Term Outputs

- \* Mentor Teacher \$5000 stipend, 10 added contract days
- \* Model Teacher \$5000 stipend, 10 added contract days
- \* Curriculum Leader \$10,000 stipend, 20 added contract days
- \* Data Coach, \$7,500 15 added contract days

- \* Leadership opportunities for 25% of the teachers in the district have a teacher leader role

Long-Term Outputs

- \* All teacher leaders receive coaching training through AEA staff on a monthly basis to grow their own professional practice
  - \* Teacher leaders will receive feedback based on national teacher leader standards in order to grow their professional practice
  - \* 100% of teacher leaders report an increase in job satisfaction
- 

**Q13: 4a. Local TLC Goal**

Increase student achievement in all areas of instruction by providing coaching and assistance with data and interventions.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Short-term Outputs]

\* Coaching cycles support achievement of individual goal setting (SMART goals) related to student achievement outcomes

i-Ready diagnostic assessment

FAST benchmarking & progress monitoring

MTSS

PLC SMART goals

Observations

Long-term Outputs

Iowa Assessments

IPI

C-Plan

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Based on the results of the implementation of Teacher Leadership during the 2015/2016 school year our district is developing a plan on how to use more video analysis during the coaching/feedback cycle to make the feedback more timely and purposeful. Currently, we do not have any teacher leaders who are full-release and continue to be full-time teachers. There are many benefits to this system but also drawbacks which have included time out of their own classrooms for training and not being able to provide as much support to teachers who would like additional coaching.

We will also be making a change to have our model and mentor teacher be able to fulfill both roles (model & mentor).

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

I've had many teachers share with me privately and in PLC's how they value their time with their coach and how helpful their feedback has been. Teachers are expressing how they really like being able to collaborate with a colleague who continues to be in the classroom and may have tried something that they have not thought of. Our PLC discussions have been richer due to the collaboration between coaches and teachers. Teachers are able to share their goals (if they wish) and what resources they are using that may also be helpful for other colleagues and students.

In addition, our teacher leaders have grown immensely in their ability to coach teachers and ask questions to support reflection and inquiry.

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**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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